

FINAL EVALUATION REPORT

UMCOR

YOUTH HOUSE PROJECT

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I would like to convey to the staff of Youth House my respect for their achievements and my very best hopes for them as they face their future challenges.

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EXECUTIVE SUMMARY

This is the report of the final evaluation of the second phase of the United Methodist Committee on Relief (UMCOR) Youth House Project. The evaluation considers the Youth Houses in Kurghon-Teppe and Dushanbe and was conducted in February 2002.

In 1999, UMCOR received an award from the U.S. Agency for International Development (USAID) to implement the Youth House Project in two cities of Tajikistan, Dushanbe and Kurghon-Teppa. The project spanned an 18-month period from the 1st August 1999 to the 31st January 2001. The goal of the project was to foster psychological stabilization and rehabilitation of children ages 10-18 through improved access to educational and extra-curricular activities and psychosocial treatment of post-war trauma in children and youth.

The Youth House in Dushanbe was officially opened on the 21st February 2000 and in Kurghon-Teppa on the 24th April 2000. Since then, the Youth Houses (YH) have provided an important first step in treating post-war stress through healthy activities and intervention from professional psychologists, such that young people who have been traumatized and displaced by war and the collapse of the economy are given opportunity to learn and explore their potential in a stimulating environment. They can begin to work towards a future in which they are active players for the establishment of a peaceful and democratic society.

An evaluation of this first phase of the project revealed several notable achievements, including:

- Development, implementation and evaluation of various educational, recreational and extra-curricular programming for vulnerable youth ages 10-18.
- Development, implementation and evaluation of psychological programming, which has resulted in positive behavioral changes in vulnerable youth
- Dialogue among youth from different ethnic and regional groups
- Employment creation
- Successful partnering with local NGO's

UMCOR received a further \$300,000 to continue the development and operation of the Dushanbe and Kurghon-Teppa Youth Houses from 1st February 2000 to 31st July 2002 with the aim of leaving behind a community-initiated, community-driven, and self-sustaining local institution.

Project Objectives

- To improve access to educational and extra-curricular activities for children and youth in order to foster their intellectual and social development;
- To provide children and youth with psychological counseling services to assist them with the process of coping with post-war trauma, displacement and other psychosocial issues;
- To promote ethnic and social integration among youth by providing a non-threatening environment where all vulnerable children can gather to learn and play;
- To assist the Youth Houses in beginning the process of transition into independent, self-sustaining local NGOs.

Above objectives were seen as appropriate as they originate from participatory needs assessment process with beneficiaries as well as recommendations of the previous evaluation.

In the opinion of the evaluator the Youth House Project has met the stated objectives and demonstrates many laudable successes. The overall positive tone of the evaluation should not, however, serve to disguise the severe challenges facing The Youth House NGO as it strives to become a self sustaining and effective institution in Tajikistan.

1. INTRODUCTION

1.1 Evaluation Terms of Reference

The Terms of Reference of the evaluation were to form an opinion with regard to the following:

- ♦ Project progress in the workplaces of Dushanbe and Kurghon-Teppa
- ♦ Establishment of systems in the workplaces of Dushanbe and Kurghon-Teppa
- ♦ Implementation of planned activities in Dushanbe and Kurghon-Teppa
- ♦ Achievement of objectives in Dushanbe and Kurghon-Teppa
- ♦ Effectiveness of project in Dushanbe and Kurghon-Teppa
- ♦ Impact of project in Dushanbe and Kurghon-Teppa
- ♦ Efficiency/cost-effectiveness of project over-all and in Dushanbe and Kurghon-Teppa
- ♦ Management and Organizational Structures
- ♦ Assessment of Youth House – NGO ability to continue quality programming into the future.

1.2 Evaluation Methodology

The mission of the evaluation was to make a final review of the programme in light of stated objectives and results obtained in the Dushanbe and Kurghon-Teppa youth houses. This was achieved through familiarization with project documents (project proposals, narrative and financial reports, past evaluation report, policy documents etc), interviews with Project staff, target groups and other stake holders, meetings with focus groups and

observation of activities on site visits. The duration of the evaluation was 11th –20th February, 2002. (see **annex 1 for schedule of field visits and people met**).

The evaluator used unstructured interviews, adopting less formal techniques appropriate to understanding the sociological change of beneficiaries and assessing the measurement of success and sustainability from staff, and other beneficiaries.

The report is presented using the standard Project Cycle Management format favoured by most Aid Agencies.

2. Programme Preparation and Design

UMCOR/Tajikistan's approach to assisting the former refugee, IDP and vulnerable youth in Dushanbe and Kurghon-Teppa is one that encompasses education, recreation, and psychological counseling in an effort to promote healthy adjustment and eventual understanding and reconciliation among ethnic and regional groups. UMCOR has continued to strengthen the education, recreation and psychological components of the Youth House programs through evaluation and modification of project activities and training of teachers and psychologists. The emphasis of activities at present are on expanding current programming and working towards project sustainability.

Both houses have the same objectives and core issues, however there are some specific considerations in the respective locations which demand contextualized and individualized programming.

Implementation plans for the Dushanbe and Kurghon-Teppa Youth Houses have been prepared and are summarized below.

Objective #1: To improve access to educational and extra-curricular activities for children and youth in order to foster their intellectual and social development.

The youth house planned activities as follows:-

Educational Activities, The youth houses will:

- Continue to offer classes in English, Arabic, Computer, Dance, Art, Drama, Journalism and Guitar (Dushanbe), Folk Music (Kurghon-Teppa).
- Continue to offer classes in remedial education to those children who are identified as being in need. (Dushanbe)
- Create new classes offering courses such as Russian language for native Tajik speakers and Tajik language for native Russian speakers. (Kurghon-Teppa).
- Create new classes offering puppet theatre (Kurghon-Teppa).
- Create further additional class sections on an as needed basis.
- Create new classes and activities such as design/sewing and Young Naturalists.
- Provide information on various topics such as health/hygiene, personal safety and

- sex education.
- Continue to offer a course on civic education that is attended by all Youth House participants which covers topics such as self-esteem building, leadership skill building, community involvement, Convention on the Rights of the Child and conflict resolution skills training.
- Increase the number of clubs. The type of clubs created will depend on student demand but may include nature club, debate club and dance club.
- Create a common space where students can listen to music, watch videos and socialize in a relaxed atmosphere.
- Install a library.

Extra-Curricular Activities

- UMCOR/Tajikistan will assist the Youth House to organize summer camps where children have the opportunity to get outside the capital city and explore their natural surroundings. This will also give youth the opportunity to exercise and relax together.
- UMCOR/Tajikistan will assist the Youth to organize excursions within and outside of Dushanbe.
- The Youth House (Kurghon-Teppa) will continue to offer sports activities such as football, volleyball and basketball.

Dushanbe Youth House faces a particular problem due to its location. The challenge is to ensure access to the Youth House for children from outlying areas of Dushanbe. For 2001/02 the winter efforts were to provide transportation for children to and from central pick-up points throughout the outlying regions of Dushanbe. During the winter months, because of the unstable security situation in Dushanbe, it is not advisable to have children traveling unaccompanied after dark.

Total participants proposed for 2001/02 Dushanbe Youth House: 1,948 participants.
Total participants proposed for 2001/02 Kurghon-Teppa Youth House: 2,544 participants.

Objective #2: *To provide children and youth with psychological counseling services to assist them with the process of coping with post-war trauma, displacement and other psychosocial issues.*

In the 2001/2002 program, psychological services in the form of individual and group counseling will continue to be offered to Youth House participants and their families in an effort to address their on-going psychosocial needs.

- On-going training plan for psychologists in assessment and treatment of post war trauma.
- Consultation with psychiatrists about assessment and treatment of identified children using group or individual methodologies with themes such as play and art therapy, as well as conflict resolution.

- Inclusion of parents and family members into psychological services such as counseling, assistance with developing parenting skills, information on ways to resolve family conflicts and assistance with developing communication skills.
- Career counseling for youth.

Objective #3: *To promote ethnic and social integration among youth by providing a non-threatening environment where all vulnerable children can gather to learn and play.*

The Youth Houses will:

- Have children from different ethnic groups and different regions of Tajikistan continue to attend classes and participate in activities together in a safe, fun, nurturing environment.
- Offer a course on civic education that is attended by all Youth House participants which covers topics such as self-esteem building, leadership skill building, community involvement, Convention on the Rights of the Child and conflict resolution skills training.
- Continue to conduct a ten-week conflict resolution group with children and youth who have been identified as having aggressive tendencies or have exhibited intolerant behavior.
- Encourage staff and teachers to work together on the Cultural/Regional Recognition Weeks where different ethnic and regional cultures and traditions are highlighted in all classes throughout a one-week period.

Objective #4: *To assist the Youth Houses in beginning the process of transition into independent, self-sustaining local NGOs.*

In the 2001/2002 program, UMCOR/Tajikistan will work closely with the Youth House staff to create a center for children and youth that will be self-sustaining after the departure of international humanitarian aid organizations.

- UMCOR/Tajikistan will assist in creating a Board of Directors for the Dushanbe Youth House.
- Project staff will receive training on NGO management
- UMCOR will assist the Youth House and the Board of Directors to formulate a strategy for continued financial support.

In Dushanbe, the Youth House had severe problems with their landlord, The Ministry of Labour. UMCOR faced requests from ministry officials which did not form part of the agreement when the premises were originally offered. Eviction was threatened when the requests were refused. Relations deteriorated to the point at which UMCOR approached USAID for an amendment to the grant budget to allow the purchase of new premises for the Dushanbe Youth House. This was approved and the new premises became operational in January 2002.

3. RELEVANCE OF THE PROGRAMME

3.1 General Background

Since independence in 1991, Tajikistan has witnessed the severe deterioration of the state of its children. The civil war, displacement and the ongoing threat of sudden violence has left a population of youth traumatized psychologically and socially. The education system is plagued by chronic under funding, inadequate human and material resources, and an outdated curriculum. Children are thus deprived of the right to develop their intellectual abilities and social skills in a healthy environment. In addition, children and adults do not have access to psychological counseling services to address psychosocial needs. Many children did not receive formal schooling during and after the war and their lack of attendance at school continues due to various factors including lack of financial resources. Tensions between ethnic Tajiks and Uzbeks and people from different regions continue to divide Tajikistan's population, young and old alike. Moreover, an uncertain future has created an atmosphere of malaise and hopelessness. The government is ill equipped to assist in the healing and transition process.

Drug use among teenagers in Tajikistan has risen sharply, and youth are showing signs of depression, low self-esteem and aggression. There is an urgent need for psychological and education programs for these youth.

The overall approach and strategy has been consistent with the problem and intended effect as evidenced in the four key objectives. Post war- traumatized children who are a by-product of violence may eventually threaten the future and stability of the community. The project is also relevant as it helps the youth to overcome the trauma they have suffered and contributes to a healthy future generation.

3.2 Government Policy

Other than mainstream education which itself needs to be reviewed, the Government of Tajikistan does not have youth houses as there were during the Soviet times nor does it offer psychological assistance to the youth.

4. EVALUATION FINDINGS

4.1 Efficiency of the Programme

4.1.a Organization and Management Structure

- The two youth houses have been registered as an independent local NGO. Until the end of February, 2002 overall responsibility for organizational management has been taken by UMCOR headquarters in Washington, through the Head of Mission based in Dushanbe. He has been responsible for programme implementation and staff deployment, supervision and development in addition to donor liaison.
- Working under the supervision of the Head of Mission are; Project Managers for each of the two youth houses. There is also a Finance/Administrative Director, who is the account holder, and who will also be leaving at the end of February. In-house training has been given to his Assistant as well as to the Assistant Programme Manager.
- Other staff employed by the projects are the Assistant Project Managers, psycho-social counselors, finance support staff and the Office Manager. Office support staff report to the office manager. (see **Annex 2, Organizational Structure**)
- The current organizational / management structure is geared towards a participatory approach and sustainability. Programme Managers and their assistants are responsible for managing day to day activities working closely with the Head of Mission and have demonstrated their ability to deputize in the absence of their colleagues. Programme managers have received in-house and external training on various appropriate fields.

After February 2002 both youth houses will be managed from the Dushanbe Youth House, which has become the Headquarters of the NGO. Staff will be reduced and only a few members of staff will remain full-time NGO employees.

4.1.b Programme Methodology

The scope of the evaluation is to review the programme within the framework of the programme proposal. The adopted methodology relied on direct programme implementation by UMCOR staff with the strategy of building a sustainable, local institution. An alternative strategy would have attempted to involve the Government of Tajikistan to take greater responsibility for the social and psychological well being of children. Contemporary experience of other NGOs in Tajikistan, including UMCOR, would indicate that the Government ministries and departments do not always make sympathetic partners and UMCOR was probably correct in its approach.

4.1.c Intervention Methods

The concept of Youth Houses is not new in Tajikistan; it is similar to the “Pioneer Houses” run during the Soviet era. This would appear to have facilitated community acceptance and involvement in the UMCOR project, as there was a familiarity with the concept.

4.1.d Monitoring and Evaluation

Program monitoring and evaluation has occurred throughout the project period including:

The Programme Managers and program support staff provide daily guidance on curricula, organization, management and development activities. The Head of Mission has been active in his monitoring of the Dushanbe Youth House on a day to day basis and on weekly visits to Kurghon-Teppa. The Programme Manager of Kurghon -Teppa attends coordination meetings with the Programme manager and the Head of Mission in Dushanbe.

Remedial actions are drawn from lessons learned in the modification of curricular activities. Examples of this flexibility and learning from experience are:

- Elimination of lessons that are not popular or well attended.
- A proposed addition of social workers following the recognition of the importance of the linkage between psycho-trauma and social behaviour.
- The purchasing of designated property for the Dushanbe Youth House after recognition that the relationship with the existing landlords, The Ministry of Labour, was untenable.
- Changes to curricula offered being taken in consideration of feedback from beneficiaries, teacher evaluations and parental suggestions.
- Quarterly evaluations which take into account recommendations made in the course of the period.

Monthly reports are prepared by Programme Managers and monthly financial reports prepared by Director of finance for submission to the Head of Mission¹. The Head of Mission and Finance Director prepare and submit quarterly narrative and financial reports to the donor.

In February 2001, a mid-term evaluation was conducted which focused on progress, organizational development, the development of the educational and psychological programme and sustainability. All significant recommendations therein have been implemented.

¹ *Tasks performed by the Head of Mission have progressively been shared with senior members of the National staff team in order to facilitate the hand over process.*

4.2. EFFECTIVENESS

4.2.a Objective #1: To improve access to educational and extra-curricular activities for children and youth in order to foster their intellectual and social development.

Dushanbe Youth House:

The total number of beneficiaries projected for Dushanbe Youth House for 2001/2002 was 1,948 but the total number² registered was 1,983. These are youth from IDP, refugee returnee, and low income families who have received **free** quality education.

In line with project sustainability and lessons learned, the Youth House NGO now occupies its own building in Dushanbe. Renovations have been completed and rooms equipped with necessary fittings. There is an outdoor covered gazebo area which provides a common meeting place for the youth. At the time of the evaluation, there was a Valentines Extravaganza organised by students in the gazebo area.

Although the rooms are small and some, like the English class and the library, do not have natural light, the students reported that they were happy to have a place that they felt was their own, with a conducive atmosphere for class and informal activities. However, the complex is not big enough to accommodate all the classes. Dance and drama classes are still being held in the old school. Free bus service for IDP and returnee children living in low income families was provided in September and lasted for a few months. The transport issue, which had been included in the new grant request for the Youth House NGO, remains a problem needing more attention.

The new facilities have one cubicle toilet each for boys and girls. It is recognised that this is a huge improvement over local government schools. As there are regularly over 100 students at the Youth House this equates to 1 cubicle for each 50 students. Guidelines available in the Sphere Project minimum standards, to which UMCOR is a signatory, stipulate that there should be a maximum of 20 people per toilet.

In the second phase of the programme the following learning equipment and materials were purchased: 5 computers, 1 printer and 1 scanner, 2 portable players, 2 VCRs and 2 TVs, 3 sewing machines, 1 video camera and 2 photo cameras, assorted furniture, *Headstart* and *Headway* English books, and English and German language short storybooks.

Educational Activities

Civic Education and “Young Naturalist” classes have been added to existing English, Arabic, computer, dance, art, drama, and journalism, sewing, remedial education and

² Until the arrival of the current Head of Mission in April, 2001 there was a weakness in the programme in compiling statistics. Vital information such as total numbers of male and female beneficiaries is therefore not available. However, total registration of males and females between the 4th and 8th cycles reveal 40% female and 60% male attendance.

sport, during the second phase. The cycles have been extended by one month making it three cycles of four months each, per year.

Computer classes, which are the most popular, have additional lessons on Saturdays. Students have been trained in Microsoft WORD, Imaging programmes and recently the INTERNET, HTML design, PageMaker and PhotoShop which serve also as vocational skills.

Games and crossword puzzles, field visits and joint ventures with other classes have been incorporated in the English lessons. Club activities were organised by English teachers and the Head of Mission in which conversation was encouraged in English only. Plans also incorporate visits of American residents of Dushanbe in English club activities. Parents who were interviewed reported progress in their children's English speaking abilities.

Remedial classes continued with improved means of identification and therapy of children in need.

Students of Journalism are making active use of the new equipment for Youth House events and production of newspapers of improved quality. They organised a celebration of "National Language Day" to which local authorities, NGO and International organizations, parents and other community members were invited.

The music and dance classes have utilized their abilities in performances at various civic celebrations attended by the international community, Local NGOs and the Tajik Government.

In June 2001, 50 children were given medical examinations before admission to the sports club which revealed high levels of malnutrition. In total, 70 students were given basic vitamins for the summer period.

There have been additional classes in traditional martial art of "Wushu" sponsored by the Wushu Federation in Tajikistan. Over 60 boys and girls registered for this sport.

The sewing class produced handmade toys which were distributed to local disabled orphans during the International Children's Defense Day. The class also produced costumes for the various dance performances.

A new ecological class called "Young Naturalist" was added and in April, students volunteered and took part in cleaning up the neighborhood and planting trees around the Youth House.

Drama and art classes have been integrated into psychology classes to help depressed or traumatized children act out their pent-up feelings and to release them through drawing.

Civic education was started in June 2001 in partnership with a local NGO, **CCCID (Coordination Child Center for International Development)**, which includes textbook studies, student council formation and activities in team, leadership and civic action. Children have been divided into three different classes according to age.

Kurghon-Teppa Youth House

The total number of beneficiaries projected for Dushanbe Youth House for 2001/2002 was 2544. New students enrolled in the second phase are 2912. These are youth from IDP, refugee returnee, and low income families who have received **free** quality education.

The Youth House has been allowed by the local Government and the Education Department to renovate and use one wing of school No.11. An in-house library and resource room was opened in February 2001 and a registration database installed. Although half of the premises are being used for mainstream school activities, the Youth House wing maintains its own privacy and an atmosphere conducive for their various activities. Both institutions co-exist peacefully with no apparent friction arising from the additional resources available to the Youth House. During the evaluation, the Local Government signed a contract with the Youth House NGO allowing it to use the school building for the next 5 years.

Equipment purchased during the second phase includes; a keyboard for the music class, twenty chairs cabinets and other furniture, 4 computers, 1 printer and 1 scanner, 3 portable record players, 3 VCRs and 3 TVs, 3 sewing machines, 1 video camera and 2 photo cameras, *Headstart* and *Headway* English books, English and German language short story books.

Educational Activities

During the second phase, Civic Education, Russian and Tajik languages and “Young Naturalist” classes have been added to existing English, Arabic, computer, dance, art, drama, and journalism, sewing, remedial education and sports classes. Cycles have been extended by one month making it three cycles of four months per year.

Computer classes which are the most popular have additional lessons on Saturdays. Students have been trained in Microsoft WORD, EXCEL Imaging programmes and recently the INTERNET, HTML design, PageMaker and PhotoShop which serve also as vocational skill.

Games and crossword puzzles, field visits and joint ventures with other classes have been incorporated in the English lesson. Club activities were organised by English teachers and the Head of Mission in which conversation was encouraged in English only. Plans also incorporate visits of American residents of Dushanbe in English club activities. Parents who were interviewed reported progress in their children’s English speaking abilities.

Students of Journalism are making active use of the new equipment for youth house events and production of newspapers of improved quality. The music and dance classes have performed in the different community celebrations attended by the community, including local and international institutions, and the local government.

The sewing class produced costumes for various performances in over 10 local events between April and June 2001.

The KT Youth House has a well developed sports department and a place in the school for indoor games. The girls basketball team and the boys basketball, volleyball and soccer teams have been involved in regional tournaments, winning a number of them.

In May 2001, the drama class began to film its moral tales for children which are now being broadcasted by the Khatlon region TV.

Drama and art classes have been incorporated with those of psychology to help depressed or traumatized children find an artistic outlet for repressed emotions. There has been various exhibitions by the arts class of their work.

An ecological class called “Young Naturalist” was added and in April 2001, students and teachers planted over 25 trees on the grounds of school No. 11 and the Youth House.

Civic education was started in June 2001, again in partnership with CCCID, the same activities were followed as those in Dushanbe. A summer camp for 15 days was organised for vulnerable children of ages between 8-12, which included civic education, games and plays.

4.2.b Objective #2: To provide children and youth with psychological counseling services to assist them with the process of coping with post-war trauma, displacement and other psychosocial issues.

With the help of parents and teachers, children’s counseling services were continued by 4 qualified psycho-social counselors in both Youth Houses. In March 2001, two “Grief and Loss” groups were formed to help children from bereaved families overcome their loss. New questionnaires were established which formed the basis of initial assessment of children’s psychosocial needs. A work plan for the psychological support team was prepared on a monthly basis under supervision of the Head of Mission. To date 54 boys and 54 girls in Dushanbe Youth House and 78 girls and 41 boys in Kurghon -Teppa have received psycho-social counseling.

Counseling of individual youth covered problems such as depression, assault, aggression, family conflict, grief and loss, shyness and phobias using new methods and skills from recent training. Questionnaires have been distributed to parents to help gauge the progress of their children. Psycho-social counselors have integrated concepts of conflict resolution in their counseling techniques so as to deal with individual cases of violence. Private rooms for therapy sessions have been arranged and equipped and are in use in

both Dushanbe and Kurghon-Teppa. Psycho-social counselors are helping older children to choose future fields of study based on their talents.

4.2.c Objective #3: To promote ethnic and social integration among youth by providing a non-threatening environment where all vulnerable children can gather to learn and play.

Events that mark traditional days such as Old New Year, Men's Day, Women's Day, Navrus (coming of spring) Sports competition, 10 years of Tajik independence, as well as the 1st anniversary of the Youth Houses were celebrated together with the two Youth Houses with performance by youth which not only brought parents and community members together, but also served to advertise the work of the Youth Houses to the community. Moreover, newspapers produced by Youth Houses are being distributed to wider readers in schools.

It was reported that tensions among students along ethnic or social lines were non-existent. However, the duration of this evaluation precluded the evaluator from forming an independent view on this.

Given the causalities and issues of the civil war, it would appear slightly surprising that the project documentation does not explicitly consider different religious beliefs as a potential cause of conflict.

The civic education syllabus includes conflict resolution techniques.

4.2.d Objective #4: To assist the Youth Houses in beginning the process of transition into independent, self-sustaining local NGOs

Youth House NGO has bought its own premises in Dushanbe.

Youth House has been registered as a local NGO, the complexities of this transition appears to be well in hand.

The Board of Directors has been constituted but the Policy Manual has not yet been formulated.

Project staff have received training on NGO organizational development and management. They have already been engaged in an aggressive fund-raising campaign through a network of donors in Dushanbe. Although the staff is hopeful, only one grant has been approved to date.

UMCOR has assisted the Youth House and Board of Directors to formulate a strategy for continued financial support. (see annex -3)

4.3. IMPACT

The Youth House students are learning and playing in a way that they enjoy, in an environment that is supportive and caring. This has given them self-confidence and a sense of responsibility both to themselves and to the community as evidenced during the interviews when they tried to overcome cultural and linguistic barriers to communicate with the evaluator. They spoke lucidly about their growth and development as a result of the programme. This was reconfirmed in meetings with parents, teachers and others. Parents reported enthusiasm in their children to go to the youth houses and older children explained concern about finishing classes at the Youth Houses.

A few youth from both houses who have completed vocational training notably, the computer course, have been employed in firms such as a research company called “Sham,” an Epidemiological station in Kurghon -Teppa and a radio station in Dushanbe.

Members of the community interviewed and notably parents confirmed the effectiveness of the programme and along with teachers and psycho-social counselors reported that there has been remarkable change in the behaviour of youth affected by trauma as evidenced in many success stories. (see **Annex 4**).

English students have responded well to the new teaching methodology using *Headstart* and *Headway* and are able speak some English. Two groups of the more talented students in both houses entered the Freedom Support Act Future Leaders Exchange competition by ACIE:ACCELS, and two of these students still await final competition results as to whether they will study in America for one year.

Students come for registration voluntarily. Although figures of total registration by gender are not available, there seems to be 60% male and 40 % female attendance. Due to culturally ascribed roles, the sewing and dance classes are predominantly female. However, boys are now enrolling in sewing classes, a development which would appear likely to be linked with internalization of the content of civic education classes.

Demand for the services of the Youth Houses is substantially greater than Youth House capacity, although no numbers are available to quantify this situation. The total number of enrolled beneficiaries since project inception is **7,407** including those who have continued for second and third cycles. Total number of individual beneficiaries since project inception is **5,479**.

A representative of the Regional Education Department spoke of the Youth Houses being models and the teaching methodologies are being copied in mainstream schools. This official also commented favorably on the drama and dance classes for helping to maintain a knowledge of Tajik culture.

4.4 SUSTAINABILITY

Insofar as it is possible to be confident in the independent continuation of a young institution in such an uncertain operating environment, the measures taken by UMCOR over the 18 months to date auger well for future the Youth House NGO.

Registration: In September 2001, the Youth House was registered with the Tajikistan Ministry of Justice as a local NGO, which will help to broaden funding possibilities.

Premises: Dushanbe Youth House owns its building in support of the core mission of UMCOR and long-term sustainability and has its own Students Council. The Kurghon-Teppa Youth House has a new 5-year lease agreement for its premises that is free of rent charges.

Human Resources: Since April, 2001 the Youth House has made significant steps towards sustainability. A solid relationship has been formed with the local Education Departments. Government bodies and International Organizations are aware of the project and it enjoys community support. Staff have been prepared to take charge of its future development and other aspirations.

Most importantly, UMCOR will leave behind sound human resources which have been developed as follows:

- In January 2001, Social work training for the 4 psycho-social consultants for 3 months by youth Social Work/Psychological intern from University of Michigan covering in a whole range of psychological issues about new assessment methods, treatment planning and monitoring tools. Consultants utilize their own computers and printers.
- In February 2001, staff received security training from Church World Services. Security measures have been put in place.
- In February, psycho-social counselors attended two day training with UNICEF on group dynamics of children with post-war trauma issues.
- In May 2001, Civic education trainers attended a workshop with UNICEF in teaching of the Convention on the Rights of The Child.
- Teachers in Kurghon-Teppa were given computer and English courses at their request.
- Programme Managers participated in training seminar by Counterpart Consortium in “NGO Financial Management”.
- Kurghon –Teppa Youth House Managers participated in training by Fidokor on “NGO and Society” topics including cooperation with government organs, actual documents, and needs assessment.
- English teachers received training on how to use new methodology with *Headstart* and *Headway* textbooks and cassettes followed by training in “Communicative Methodology” ESL training with CADA.
- In June, a Dutch psychologist was contracted for three months as a therapeutic supervisor and trainer for the 4 psycho-social counselors.

- In August, Program staff received intensive project design training by Counterpart International and CCCID leading to initial drafts of proposals for psycho-social and civic education programmes.
- Youth House staff received extensive training in “grants-writing and project design” from UMCOR Head of Mission.
- In August, Youth House Dushanbe Programme Manager /Executive Director was selected as finalist for an Agha Khan Foundation training for Central Asian NGO female leaders, funded by the US Department of State to be held in March, 2002

Fixed Assets: All of the Fixed Assets currently in use in the programme will be transferred to the Youth House NGO.

Standard operating procedures and other Manuals such as security/safety measures; Policies, Procedures and Personnel manual (which is yet to be revised to fit in with the new NGO); Organizational Charter; Psycho-Social manual; are in place.

Strategic linkages and networks with key people and organizations:

In Kurghon-Teppa, the Head of Mission has worked closely with the Governor and provided computer lessons to his office staff. There were huge problems with the former Mayor who threatened to shut down the youth house when his demands for gifts or rent payments were not met. The new Mayor is very supportive and understands the essence of the Youth House. At the time of the visit, the Hukumat agreed to sign a new agreement allowing use of school building for the next 5 years. It is assumed that, at the end of this period, it will be possible to renew the agreement without incidence.

Interviews indicated that good relationships had been cultivated with NGOs, local government and the Department of Education.

Collaborating Organizations include:

- Drizhina Orany Prirody (Friendship in the Protection of Nature) - teacher for Young Naturalist classes
- Coordinating Child Center for International Development (CCCID) partnership in the field of civic education
- Counterpart International - training staff in various development aspects.
- Counterpart Intl. Affiliate NGO “Fidakor”- training of teachers and other staff in development issues.
- Ghamkori- educational seminars for children on health/ hygiene and sex education
- Tajikistan Association of Business Women - for extension of junior achievement activities in the Youth Houses.
- Refugee Children & Vulnerable Citizens (RCVC) – Partnership in identification of children in need.
- UNICEF, Soros-OSIS, Mercy Corps, Eurasia Foundation, CRS-India, Swiss Development Corporation among others for future funding.

- Wushu Federation of Tajikistan - Partnership is sports activity

Income generating activities will be in form of fee-for-service activities such as computer printing services, night language and computer classes for NGOs and an internet café. The youth house will also rent out office space. The staff are aware of the taxes and other implications if an NGO ventures into income generation.

Further funding and follow-up support - proposals have been sent out to UNICEF, SOROS-OSI Swiss Development Corporation (SDC), Eurasia Foundation, and Japanese Embassy for possible grants. The first NGO grant was received from UNICEF for “Youth Psychological Services professional Development Project”. (See **Annex-3**)

RECOMMENDATIONS

Dushanbe Youth House

1. Unlike Kurghon-Teppa, Dushanbe does not have a Parents Teachers Association. *One cannot help the children to change if the parents do not change too*³. Although consultations with individual parents exist, the added value of group dynamics where people share and learn is lacking. More than seventy parents came for the group focus meeting and majority had not been to the Youth House before. Although all of them had positive things to say, they all agreed to meet again in such a forum.
2. The two psycho-social counselors are both female and that might affect some of the children who would relate better to a male rather than a female.

Kurghon-Teppa Youth House

3. Some project beneficiaries such as the mayor and the representative of the Regional Education Department were not informed about the plans for phase out of UMCOR. All beneficiaries have a right to be informed of the phase-out and should be involved in the process.

Youth House NGO

4. Education is dynamic and there are new ideas worldwide. There would be benefit inviting volunteers and experts from other parts of Tajikistan and internationally to conduct staff training and to give talks to the children especially in the foreign languages that they are learning.
5. Some children living far from the centers have had to drop classes or attend only with difficulties. Transport issue should be resolved as high priority.

³ “*Development in States of War*” Deborah Eade, Oxfam (UK and Ireland) 1996, p 63.

6. There are three sewing machines in each house that are used by as many as seven, predominantly female, students at a time. Consequently queues develop. It is recommended that more sewing machines be purchased for this popular vocational training.
7. Although some youth have found jobs through the vocational training, many have not when they reach the Youth House age limit of 18. Youth House might consider trying to develop links with the business community to facilitate expansion of job opportunities for their “graduates”.
8. Dushanbe Youth House serves also as the administrative centre of the new NGO. It is important that the centre in Kurghon-Teppa does not become marginalized with resource allocation decisions favoring the HQ site.
9. Although libraries are functional, there is need for more books for children in foreign languages. (The absence of adequate materials in Arabic was particularly noticeable.)
10. The board of trustees policy manual for the new NGO has to be developed.
11. The likelihood of success of strategies put in place to ensure the financial viability of Youth House NGO would be enhanced if appropriate staff received training in business skills and marketing.
12. The immediate vulnerability Youth House NGO following the hand-over from UMCOR could be mitigated if another international NGO would accept to take a role of “mentor” to the new agency. This could have multiple benefits which include, provision of ideas and organisational experience and providing reassurance to potential donors who are often reticent in their trust of indigenous agencies.
13. The likelihood of the government in meeting some of the running costs was muted by the Deputy Head of the Regional Hukumat Khatlon, a Youth House board member. This possibility should be explored by the Youth House Management.
14. The Youth House project has not explicitly developed its role in advocacy. The real needs that the Youth House have started to meet, and their strong reputation, provide a platform for advocacy work which has the potential to achieve a wide impact. Explicitly, areas that might be considered for advocacy and public awareness work relate to drug abuse, child labour, government responsibilities for the social and psychological well-being of children and how they might be addressed. It is recommended that Youth House consider developing an advocacy strategy.

6. CONCLUSION

The objectives of the Youth House project, funded by USAID have been met as well or better than could reasonably have been expected. The project provided a very valuable service which had ceased to exist and indeed remains the only initiative of its type. It has realized some remarkable success stories which will no doubt have had a life changing impact for the many individuals concerned. Difficult problems and relations with the Hukumat of Khatlon and the Ministry of Labour have been satisfactorily resolved and no longer present a threat. Youth Houses are equipped with all the necessary elements that will hopefully combine to ensure continuation of the work..

The success of the Youth House both in attaining the status of independent local NGO and meeting all the objectives is attributed to it having dedicated and competent staff who have enjoyed the support and devotion of the UMCOR Head of Mission. The ability of staff to quickly react on lessons learnt has been a major catalyst to its success. The staff has a good grasp of development issues, an understanding of NGO politics and a broad network with other NGOs and international community. The sub-grant was used mainly to address the biggest threat to the sustainability of Youth House-property issue. Hence the *“Security of owning an operation base which perpetuates the core mission of the UMCOR-Youth House Project and fulfils a major part of organizational sustainability as required by the USAID grant”*. Although Tajikistan has acute economic problems, the international focus on Central Asia may be a blessing to the Youth House.

None of the above should be taken as underestimating the challenges that face Youth House over the next few years. The character as well as the skills of project staff will be the determining factor in the projects success or failure. Part of this test of character will relate to the question of reduced financial conditions available to staff under an indigenous structure.

Evaluation Itinerary

11th February, 2002

Dushanbe Youth House

Familiarization with project information

Persons met:

1. Erik Blender - UMCOR Head of Mission
2. Rajab Rakhimov - Project Manager, Kurghon-Teppa Youth House
3. Matluba Padaeva - Programme Manager, Dushanbe Youth House

12th February, 2002

Kurghon –Teppa Youth House

Persons met:

1. Rajab Rakhimov - Project Manager, Kurghon-Teppa Youth House
2. Alisoda Zarina - Assitant Project Manager, Kurghon-Teppa Youth House
3. Safar -Psychologist
4. Mukhiniso - Psychologist
15. Students from Trauma Counseling class;- Aziza(15yrs), Albina(15yrs), Gulia(15yrs), Dinala(14yrs)
16. Dance teacher and 15 girls from the dance class
17. Music teacher and 8 boys from the music class
18. Civic education teacher and 7 girls and 7 boys from the Civic education class.
19. Sewing class teacher and 22 girls from the sewing class.

13th February

Persons met:

1. Zidikovo Zukro - Representative from the Regional Education Department
2. Abdurakhmanovo S. Saidovno-Deputy head of local Hukomat
3. Soleamu Kasimovo - Head of local Education Department
4. Subkhun Rakhimov - Mayor of Kurghon-Teppa
5. Lotofat Sharipova -Deputy head of Regional Hukomat & member of Board of Directors of Youth House NGO
6. Isbar - Director of “Fidokor” Partner NGO
7. 17 teachers (8 women and 9 men)
8. Drawing class teacher and drawing class
9. Computer class teacher and class
- 10.English class teacher and class
20. 12 parents (all women)

Note: Meeting with “ Ghamkhori” Partner NGO was not possible due to time constraint

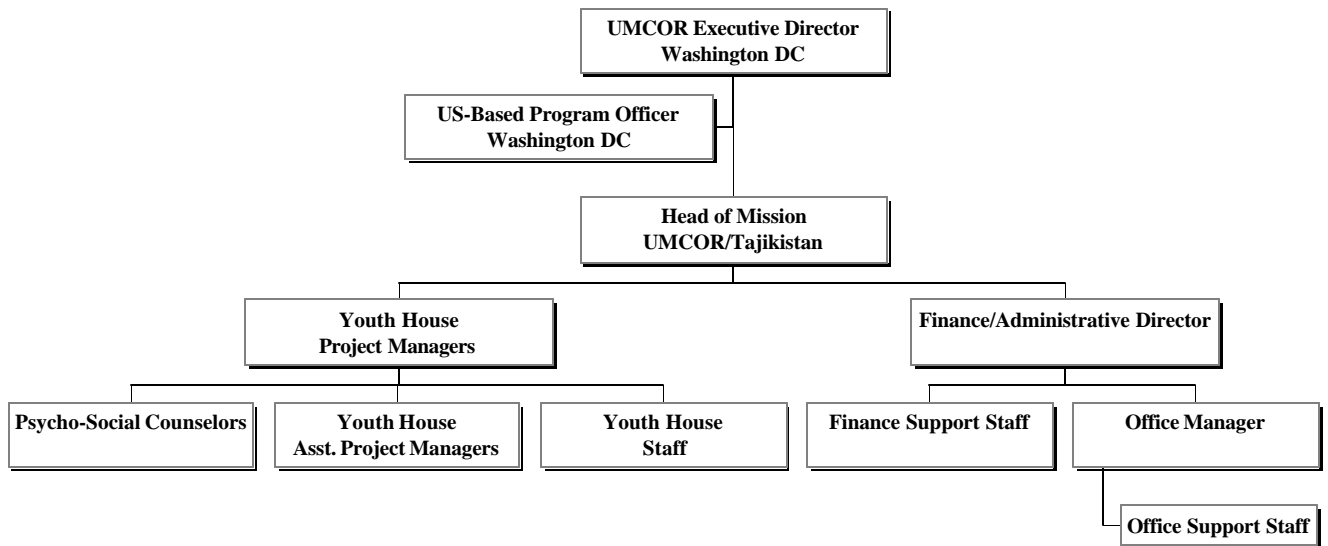
14th February

Dushanbe Youth House

Persons Met:

1. Erik Blender - UMCOR Head of Mission
2. Nargis Xamidovo -Psychologist
3. Olga Kartashovo -Psychologist.
4. Students from the psychotherapy class: Ganjina (13yrs), Lailo,16, Zarina,15, Hazira, 15, Takhmina,17.
5. Teachers:2 from computer, English, Arabic, Civic Education, and Journalism classes.
6. Makhima Sharipovo - Deputy Manger of Refugee Children & Vulnerable Citizens- Partner NGO
7. Matluba Padavaevo -Programme Manager, Dushanbe Youth House
8. Mavzuma Taashpulatovo –Assistant Programme Manager, Dushanbe Youth House
9. Anser Naveed -Finance Director
10. Approximately 70 parents
11. English teacher and class
12. CCCID- Partner NGO
 - Ibod Sharif - Chairman
 - Sherovo Shhawbar - Trainer
 - Barotova Nigina - Trainer of Civic Education
 - Nurotovo Gulzukhosor - Trainer of Civic Education
 - Baroton Firuz - Trainer of Civic Education
 - Liyovera Saida -Programme Officer
- 13.Abdurahim M. Muhidov - USAID Project Management Specialist/ Dushanbe

Organizational Structure



STATUS OF PROJECT PROPOSALS

DONOR	PROPOSAL(S) submitted	CURRENT STATUS
American Embassy (Democracy Commission)	Civic Education	Positive decision strongly expected by the end of Feb. 2002. YH is in final group
Children's Aid Direct	Psycho-Social	CAD does not fund directly, but sent proposal to UK to be looked at by other possible donors. Positive decision not expected.
Christian Aid	Psycho-Social, Education	CA came and went, makes very small grants, decision not expected any time soon
Christian Children's Fund	Psycho-Social, Education, Civic Education	CCF is very interested in Psycho-Social programs and has come back several times to visit and talk with YH-NGO. Postive decision strongly expected by mid-March 2002
Eurasia Foundation	Civic Education	EF likes the idea but does not typically work with students below college age. Has asked for some changes and will likely fund in that case.
German Embassy	Psycho-Social, Education	German Embassy viewed with proposals with interest but will make no new decisions until summer 2002
Japanese Embassy	Education, school repair	The Japanese do not do "programming" grants, but have agreed to fund the total repair for School # 11 in Kurgon-Teppa, which has allowed the KTYH to sign a 5-year lease, 2002-2007, free of rent charges with the city.
Mercy Corps	Education	MC has a 6 month NGO grants program that funds these sorts of activities. Positive decision strongly expected by end of Feb. 2002
Open Society Institute	Civic Education	Proposal was rejected for budgetary reasons. OSI asked YH-NGO to resubmit with a lower budget
OSCE	Civic Education	No action was taken by OSCE.
Save the Children - UK	Psycho-Social	SCF-UK is strongly expected to fund Psycho-Social and educational programs at KTYH for targeted vulnerable youth. Decision to be reached by end of Feb.
Swiss Development Corporation	Psycho-Social	Expressed interest in \$500 for training, but claimed psycho-social programs for youth do not fit under its "Health" mandate.
UNICEF	Psycho-Social training	Grant for \$15,000 awarded, currently in implementation

Success Stories

March – June, 2001

- In May, DBYH psycho-social counselors reported many instances of success: conquering fears, overcoming aggression, being able to make friends, etc. One particular example is about a Youth House boy who was attacked and raped by his neighbor. At first, the boy could not even talk about it, avoided the company of many people, and thought all older boys wanted to rape him. By the end of individual counseling, the boy was able to detach his emotions from the explanation of events and personal consequences. Since having the neighbor brought to justice is not realistic or even desirable in Tajikistan, the success has been in helping the victim come to terms with the traumatic event and to move on in life.
- Similar success is reported with a boy in group therapy on “Grief and Loss”. He was witness to his father’s murder at the end of the civil war. The boy suffered from nightmares, desire for revenge, and hatred toward all soldiers. At Youth House, he was able to meet other kids with the same problems and was finally able to talk about his experience in the group, and then at home with his family. He no longer suffers from nightmares and remembers the good things about his father’s life.
- Of the many success stories in KTYH, the psycho-social counselors report, several stand out. Psycho-social counselor report one 14 year-old girl from KT in individual counseling who refused to be part of a group and was suffering from severe depression. The girl’s older brother had committed suicide after a long conflict with parents at home. The girl was so depressed, she thought that perhaps she should commit suicide as well, so as not to be a bother to anyone. Through 3 months of counseling, the girl now realizes there are many possible ways out of a bad situation – that suicide is not an answer to a problem. Individual counseling continues, as other problems exist, but the threat of suicide seems to have abated.
- The psycho-social counselor also reports of an 11 year-old boy in an aggression group, who was once proud that when he came out in the courtyard, all the other children ran away so that he would not beat them up. He also beat up on his brothers and sisters and was always involved in conflict at home. In the course of group therapy sessions, the boy said that he understands what anger brings upon people, and that he was ashamed, not proud, that other children feared him and he had no friends. The boy states that he is now trying to approach other children in his neighborhood without offending them, and he tries very hard to keep himself under control.

July-September, 2001

- A DBYH psycho-social counselor intervened on behalf of one girl in individual and group counseling at her local school. The girl's single-parent family cannot pay for the higher level of educational courses offered at the school. There is a marked difference between regular public education classes and the paid classes, though the teachers are the same. However, DBYH staff have noticed many talents in the girl and decided to advocate her merits with the local school director and if necessary with the Ministry of Education. After several meetings and discussions, a school committee allowed the girl to take the paid courses for free. The incident highlights the need for Youth House social workers to advocate on behalf of beneficiaries in the broader community.
- A shy girl who suffered from depression took part in depression groups at DBYH. She had suffered from conflict in the home with a sister. During the group counseling sessions, students participated in an activity where they learned to compliment each other. The girl reported giving a compliment to her sister, which made the sister happy. The girl has reported improving relations at home.
- A DBYH psycho-social counselor reports individual counseling with a girl who lost a father whom she hated, who beat her mother, and who left the family in poverty. The girl wanted to die and had talked about suicide. During the grief and loss group she was able to talk about many of these issues with students who had also lost family members, but her problems went much deeper. The girl entered individual counseling at DBYH and has since improved her ability to communicate with others, including her mother, and to think of options other than suicide as answers to her problems. Problems are not entirely solved, but significant progress has been made.
- KTYH psycho-social counselor report counseling a young woman who was forced to marry a relative when she was pregnant by another man. The new husband kicked her out of his house. Her family forced her to get an abortion and treated her with contempt. She was on the verge of suicide, feeling that she was needed and loved by no one. Through a long process of counseling, she came to realize that she has talents to offer and develop and that life is not over if she does not want it to be. She has become an active member of KTYH.
- All psycho-social counselors report success with children who cannot control their anger and aggression. Through group seminars and teaching children methods for relaxation, students have noted the growth in ability to get control of themselves. Methods can be as simple as counting to ten and breathing deeply when angered by conflict - methods that children had never given any previous thought.

Annex 5.

Narrative Summary	Verifiable Indicators	Means of Verification	Comments
Goal: To foster psychological stabilization and rehabilitation of children ages 10-18 through improved access to educational and extra-curricular activities and psychosocial treatment of post-war trauma in children and youth.	<ul style="list-style-type: none"> Youth educational, recreational and psychosocial programming operational in Dushanbe and Kurghon-Teppa 	<ul style="list-style-type: none"> Two established youth educational, recreational and psychosocial programs Increased academic performance Social integration Psychosocial adjustment 	<ul style="list-style-type: none"> Two youth educational , recreational and psychological programs are operational in Dushanbe and Kurghon-Teppa
Objective #1: To improve access to educational and extra-curricular activities for children and youth in order to foster their intellectual and social development	<ul style="list-style-type: none"> Programming in Dushanbe and Kurghon-Teppa Youth Houses expanded Voluntary attendance rate of at least 60% 	<ul style="list-style-type: none"> Dushanbe and Kurghon-Teppa Youth House have more programming At least 10 courses are offered Evaluated registration at the beginning of each cycle Daily recording of class attendance 	<ul style="list-style-type: none"> Registration records reveal an increase in registration :- 3966 in DBYH and 3708 in KTYH Computer classes have been added on Saturdays Courses offered have been increased from 11 to 13
Outputs	Verifiable Indicators	Means of Verification	Comments
Increased access to activities	<ul style="list-style-type: none"> The number of beneficiaries that make use of the resource room, library, recreational space and other available resources (target: 60% of those that register) The number of youth that register for activities in each program each year (target: at least 1000) The number of youth attending activities (target: 80% capacity) Post-cycle positive evaluation by beneficiaries demonstrating program improvement The number of activities offered at each program location (target: maintain at least 10 classes, workshops and recreational 	<ul style="list-style-type: none"> Resource room with library is created Logs are monitored for resource room use Class attendance is checked The number of registered youth is tracked for each class, cycle and tabulated annually Post-cycle evaluations of beneficiaries 	<ul style="list-style-type: none"> Resource rooms with library have been created and used by more than 60% of students enrolled. No. of youth attending activities has been more than 80%. Statistics between 6th and 7th (8th for DBYH)cycles show nearly 90% attendance. Statistics by gender is not available

	activities)		
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Inputs	Verifiable Indicators	Means of Verification	Comments
Objective #2: To provide children and youth with psychological counseling services to assist them with the process of coping with post-war trauma, displacement and other psychosocial issues	<ul style="list-style-type: none"> Psychosocial programming in Dushanbe and Kurghon-Teppa Youth Houses Voluntary participation rate of at least 60% 	<ul style="list-style-type: none"> Confidential psychological reports conducted by staff of beneficiaries Recording of beneficiaries participation in individual and group counseling 	<ul style="list-style-type: none"> Record keeping of confidential files for each students has been done using new methods. Voluntary participation has been more than 60%
Outputs	Verifiable Indicators	Means of Verification	Comments
Improved psychological health of children	<ul style="list-style-type: none"> Content analysis of art, letters, stories and articles of youth (target 1: Increased propensity for expression; target 2: increased positive expression) Analysis of psychological tests over time (target 1: decreased aggressiveness; target 2: increased social cooperation) Analysis of social behavior (target: trend of increased social participation) Self-generated ideas of youth increase Youth express plans for the future (target: increased incidences of expression) 	<ul style="list-style-type: none"> Records are kept by the psychological teams Confidential files are created for each participating beneficiary Results of diagnostic testing are kept in each child's file Questions about future plans are included in the registration and evaluation forms Final exit evaluations/surveys are completed 	<ul style="list-style-type: none"> Record keeping and tracking in place Self-confidence present in children interviews.

Inputs	Verifiable Indicators	Means of Verification	Comments
<ol style="list-style-type: none"> 1. Individual and group psychological services will be offered to youth 2. Visits by Psychologists to classes to assess behavior and identify those in need of psychological services 3. Psychological teams conduct individual and group therapy sessions 	<ul style="list-style-type: none"> ▪ A maximum of 12 youth join the group therapy sessions ▪ Individual sessions are conducted with children and youth ▪ Each psychologist visits at least 2 classes each week 	<ul style="list-style-type: none"> ▪ Records of youth in the group and individual sessions are maintained in confidential files ▪ The psychologist's logbook will indicate classes attended and observations made 	<ul style="list-style-type: none"> ▪ Confidential files exist containing all necessary information about each child including an analysis of behaviour.
Objective #3: To promote ethnic and social integration among youth by providing a non-threatening environment where all vulnerable children can gather to learn and play	<ul style="list-style-type: none"> ▪ Conflict resolution and civic education programming in Dushanbe and Kurghon-Teppa Youth Houses ▪ Voluntary attendance rate of at least 60% 	<ul style="list-style-type: none"> ▪ Recording of beneficiaries participation in the program ▪ Survey analysis of the impact of the program on people's perception of one another 	<ul style="list-style-type: none"> ▪ Civic education is one of the new and popular classes. However, tensions along ethnic or other social lines has not been reported.
Outputs	Verifiable Indicators	Means of Verification	Comments
<ul style="list-style-type: none"> ▪ Inter-ethnic and inter-regional youth relationships created and strengthened ▪ Decreased impetus for stereotyping ▪ Peer youth facilitators in mediation, negotiation and non-violent communication in Dushanbe and Kurghon-Teppa ▪ Improved communication and dialogue skills among the program management and staff 	<ul style="list-style-type: none"> ▪ Impetus for stereotyping decreases ▪ At least two peer leaders are trained in each program location ▪ Participatory management and decision-making mechanisms are implemented ▪ Product outcomes (art, journalism, photo, video etc.) demonstrate increasingly open attitudes among youth ▪ The number of inter-ethnic and inter-regional youth relationships developed 	<ul style="list-style-type: none"> ▪ Analysis of art, photo, video and journalism analyzed over time ▪ Survey analysis of inter-ethnic and inter-regional youth relationships conducted, analyzed and filed for future comparison ▪ Documentation of observations of youth interaction 	<ul style="list-style-type: none"> ▪ Youth have interacted in day to day activities in the youth houses as well as with other children in schools and at various functions. Survey analysis of inter-ethnic reaction has not been conducted as not necessary.

Inputs	Verifiable Indicators	Means of Verification	Comments
<ol style="list-style-type: none"> 1. Club activities to promote conflict resolution and reconciliation processes 2. Training of management and staff in conflict resolution and non-violent communication skills 3. Training of peer youth leaders in conflict resolution and non-violent communication skills 4. Integration of conflict resolution theory and practices into current programming 	<ul style="list-style-type: none"> ▪ A maximum of 12 youth join the various established clubs ▪ A maximum of 10 youth participate in the peer leadership training in each program location ▪ Course content reflects integration of conflict resolution theory and practices 	<ul style="list-style-type: none"> ▪ A minimum of 3 clubs are established ▪ Club attendance lists are maintained and filed ▪ Three program specific training sessions conducted ▪ Post-cyclical evaluations demonstrate integration of conflict resolution theory and practices 	<ul style="list-style-type: none"> ▪ Clubs, activities, drama, songs and dance have been promoted. ▪ There has been integration of elements of conflict resolution in civic education and other activities.
<p>Objective #4: <i>To assist the Youth Houses in beginning the process of transition into independent, self-sustaining local NGOs.</i></p>	<ul style="list-style-type: none"> ▪ A transition strategy is developed for NGO sustainability in Dushanbe and Kurghon-Teppa Youth Houses 	<ul style="list-style-type: none"> ▪ Organizational analysis by an independent consultant evaluator will document the skills, knowledge and awareness of the management and staff of each Youth House 	<ul style="list-style-type: none"> ▪ No independent organisational analysis conducted. However UMCOR staff have identified areas that need improvement.

Outputs	Verifiable Indicators	Means of Verification	Comments
<ul style="list-style-type: none"> The Youth Houses each have functioning Boards of Directors 	<ul style="list-style-type: none"> Management and staff of the Youth Houses will demonstrate the skill, knowledge and awareness related to long-term organizational sustainability The Youth Houses have developed systems, policies and strategies that will assist them in reaching sustainability 	<ul style="list-style-type: none"> Monthly and annual reports will document steps completed in organizational system development 	<ul style="list-style-type: none"> Monthly and Quarterly reports document steps taken in staff training and development and implementation of systems and operational documents.
Inputs	Verifiable Indicators	Means of Verification	Comments
<ol style="list-style-type: none"> Boards of Directors are established and trained in each respective program location NGO development and capacity building training and consulting is conducted in each respective program location Strategic planning sessions conducted in each respective program location 	<ul style="list-style-type: none"> A Board of Directors has been established in each program location Strategies developed for sustainability in each respective program location NGO development and capacity building knowledge, skills and awareness is present in each respective program location 	<ul style="list-style-type: none"> <i>A Board of Directors Policy Manual</i> outlining roles and responsibilities of members Strategic plans documented and on file in each respective program location NGO development training and consultancy reports by consultants and Project Director Analysis of the local capacity of each respective program demonstrates their ability to implement and manage the program, evaluate the program and report on program activity. 	<ul style="list-style-type: none"> Board of Directors formed but policy manual not yet established. Analysis of local capacity not yet done but a list of initiatives taken towards achieving sustainability in program management exists. This list includes trainings in program management, NGO development in addition to the registration of the youth houses as an NGO and acquisition of their own building.